DOCUMENT RESUME

ED 239 667 JC 840 029

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TITLE Sacramento City Unified School District and Sacramento City College Articulation Council Year-End Report.
INSTITUTION Sacramento City Unified School District and Sacramento City Coll. Articulation Council, CA.
PUB DATE Aug 83
NOTE 6p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Articulation (Education); Community Colleges; *Cooperative Programs; Educational Planning; High Schools; Organizational Objectives; School Districts; Two Year Colleges

ABSTRACT

In 1982, the President of Sacramento City College (SCC) and the Superintendent of the Sacramento City Unified School District (SCUSD) developed the new concept of a joint articulation council to address current problems related to the number of under-prepared students and the possible duplication of effort in basic skills instruction and proficiency testing. To achieve this goal, four objectives were established: (1) curriculum integration and articulation of selected high school and college occupational programs; (2) development of a core assessment/placement model in conjunction with one of the SCUSD feeder high schools; (3) planning of an articulation continuum for instruction programs and student services; and (4) dissemination of information about these activities to appropriate personnel. During the year following its organization, the SCUSD/SCC Articulation Council met eight times and accomplished the formalization of SCUSD/SCC articulation efforts; identified priority areas for articulation study; developed joint committees in the areas of English/English as a Second Language, science/math/computers, counseling services, occupational education, and assessment; and jointly planned and endorsed recommendations emanating from a series of workshops. The bulk of the report on the year's activities of the Articulation Council consists of summaries of the content of the eight council meetings. (LAL)

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Sacramento City Unified School District
and Sacramento City College

ARTICULATION COUNCIL
YEAR-END REPORT

Tom Giugni, Superintendent, SCUSD
Douglas W. Burris, President, SCC

August 1983

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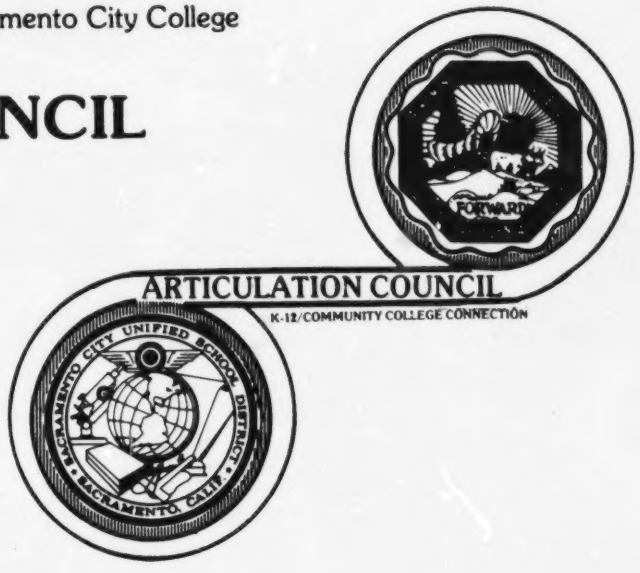
Sacramento City Unified School District and Sacramento City College

ARTICULATION COUNCIL
Year-End Report

August 1983



FOREWORD

SPECIFIC PROBLEM

Admission to college, once the privilege of a few, has now become an opportunity for most high school graduates. Yet inadequate preparation is depriving students of a fair chance to take advantage of this opportunity. Many college entrants do not have knowledge and skills needed for higher education. Others are severely limited in their choice of college or program. Inadequately prepared college students drop out in frustration or fail their courses.

Although students' lack of basic skills continues to be of great concern, only a few efforts have been made by colleges and universities to work in concert with junior and senior high schools to strengthen the education of these students. Yet, research shows that pilot projects focusing on team efforts (colleges and high schools) to identify students' basic skills deficiencies, early enough to permit them to upgrade their skills in high school, have been successful. For example, the Early Mathematics Testing Program, sponsored by Ohio State University in conjunction with 100 high schools in central Ohio, has not only increased the enrollment of seniors in high school mathematics courses, but has improved the placement scores of the high school students transferring to the University. (Maeroff, *Don't Blame the Kids*, 1982)

While college-high school team efforts are proving to be effective, they are far from being the norm. Certain obstacles must be overcome to make the college-high school connection possible, among them the lack of initiative on the part of post-secondary institutions and the lack of a structure to keep the connections formal and viable.

A HIGH SCHOOL—COLLEGE PARTNERSHIP: Preparing Students for College

Sacramento City College and the Sacramento City Unified School District have worked cooperatively for several years. The articulation activity, although informal, has been effective, particularly in the counseling services area. However, the ever-growing numbers of under-prepared students and the apparent duplication of efforts in basic skills instruction and proficiency testing, in face of shrinking budgets, have created a need to re-examine existing articulation activity.

In 1982, the President of Sacramento City College and the Superintendent of the Sacramento City Unified School District developed the concept of a joint articulation council.

The purpose of this Joint Articulation Council is to develop a formal structure for an articulation partnership between Sacramento City College (SCC) and the Sacramento City Unified School District (SCUSD). This unique project addresses current problems related to the number of under-prepared students and the possible duplication of efforts in basic skills instruction and proficiency testing.

To achieve the project goal, four objectives have been established:

1. curriculum integration and articulation of selected high school and college occupational programs;
2. development of a core assessment/placement model in conjunction with one of the SCUSD feeder high schools;
3. planning an articulation continuum for instructional programs and student services; and
4. dissemination of information about these activities to appropriate personnel.

Project activities are designed to engage instructional, student services, and administrative personnel from both SCC and SCUSD in problem-solving workshops and joint research studies leading to the development of improved curriculum, instructional materials, and assessment/placement norms.

The immediate outcome of the project has been the strengthening of the linkage between SCC and SCUSD. The ultimate goal is the creation of an articulation system that will serve as a model for other colleges and secondary schools in California.

Tom Giugni, Superintendent, SCUSD
Douglas W. Burris, President, SCC

SCUSC/SCC ARTICULATION COUNCIL

BACKGROUND

The idea for a joint SCUSD/SCC Articulation Council evolved from discussions between President Burris (SCC) and Superintendent Giugni (SCUSD) during meetings focusing on issues of common interest, including articulation. During the summer of 1982, they agreed to invite a small group of administrative staff (those closely involved with curriculum and articulation) to a meeting to review current articulation efforts and to explore the feasibility of a joint articulation council.

MEETING #1 (SCC), September 22, 1982

Articulation Council Organization and Goals. At this first meeting, President Burris and Superintendent Giugni reviewed the current articulation activity between SCUSD/SCC and opened discussion on the establishment of a formal articulation council. All those present agreed that SCUSD/SCC articulation efforts should be formalized and that there was need for an active articulation council, which would meet initially on a monthly basis, to endorse, support and facilitate these efforts. Additionally, the charge of this newly organized Articulation Council should be to identify specific areas for articulation study and to set priorities.

Although three priority areas were identified: English/English as a Second Language (ESL), High Technology, and General Planning, the group determined that the area of English /ESL should be the first priority and a jointly sponsored/planned English workshop should be held in Fall 1982 with results and recommendations presented to the Council for review.

At mid-point in the meeting agenda, SCUSD members were hosted to a tour of Sacramento City College's programs and facilities.

MEETING #2 (SCUSD), October 27, 1982

English Workshop. Co-Chairs Dorothy Bray (SCC) and Linda Wark (SCUSD) reviewed the format and expected outcomes of the English/ESL workshop scheduled for November 9, 1982. Council members made recommendations as to participants and also discussed the workshop's purposes and Council members agreed upon: (1) the publication of a newsletter; (2) the development of a process and committee structure to insure a meeting continuum; and (3) the development of recommendations for consideration by the Council.

Counseling Services. Dick Beymer (SCC) and John Smoak (SCUSD) reported the results of a meeting on counseling services articulation activity where existing efforts and possibilities for the future were identified. Also, plans were made to share this information with appropriate staff, to obtain reactions and organize a representative sub-committee to work toward improved and strengthened articulation programs.

Occupational Technology/Vocational Education. The Council reviewed current articulation activity and agreed that emphasis should be placed on its improvement. A small joint steering committee was charged with the responsibility of identifying the college and high schools' occupational programs and of determining the articulation needs.

At the close of the meeting, SCC members were hosted to a tour of Peter Lassen's vocational programs and the SCUSD Newcomer Center.

MEETING #3 (SCC), December 1, 1982

Orientation. President Burris opened the meeting with a multi-media orientation tour of Sacramento City College and its programs. Thereafter, several of his administrative staff members made short presentations about the College, including the functions of the College, student profiles, counseling and placement services, vocational education and work experience programs, and assessment/placement in English classes.

English Workshop. Co-chairs Dorothy Bray and Linda Wark reported on the activities and outcomes of the joint English/ESL articulation workshop (November 9, 1982). Workshop participants had developed several action plans for the Council's consideration. These included: (1) the appointment of a Core Articulation Committee to develop a composition continuum, plan joint workshops, and share materials; (2) the development of a directory of faculty and staff including teaching schedules, telephone numbers, addresses, and areas of expertise; (3) the development of a newsletter to share information, research and opinions; (4) the design and development of a continuous assessment/placement system with information available to both SCUSD and SCC; (5) exchange of instructors (low cost); and (6) pursuit of a grant to finance moderate/high cost projects.

Council members reviewed the recommendations and accepted the workshop participants' suggestion to change the name of the Core Articulation Committee to English/Language Arts Articulation Committee. They also agreed that the main function of this Committee should be communication and that specific charges should include the development of a composition continuum, workshop planning, and a newsletter.

Assessment/Placement. There was consensus that assessment/placement should be the charge of a more representative committee. Adolphus McGee (SCUSD) and Nancy Renkiewicz (SCC) volunteered to draft a model for consideration at the next Council meeting.

Workshops. The Council endorsed the proposal for a joint mini-workshop on assessment/placement (Spring 1983). Members also heard the proposed plan for future SCUSD/SCC joint math and science articulation conferences.

MEETING #4 (SCUSD) January 12, 1983

Core Assessment Committee Model. A model for a Core Assessment Committee, including membership composition and possible tasks, was presented. Following discussion, there was consensus on the following: (1) that a Core Assessment Committee should be organized to consist of curriculum and counseling representatives from SCUSD and SCC; (2) that for purposes of expediency, the representatives from SCUSD would generally

come from one school (McClatchy); (3) that the first meeting of the Core Assessment Committee would be held on February 16 at Joaquin Miller school; and (4) that a report of this committee's activity would be presented to the Council at the next scheduled meeting. Charles Nadler suggested that SCC submit a grant proposal to the Community College Chancellor's Fund for Improvement of Instruction to secure funding for the Core Assessment Model and related projects.

Counseling Services Articulation. Co-Chairs Beymer (SCC) and Smoak (SCUSD) reported the results of the December 9, 1982 joint Counseling Steering Committee meeting where it was agreed that current process and procedures be continued, but that articulation efforts be intensified. As a first step, small groups of counselors from SCUSD would be invited to SCC during Spring 1983. Specific interests and needs would be the focus of these visits.

Math/Science Articulation Conferences. Co-Chairs Paul Steed (SCC) and Wark (SCUSD) reviewed the program plans for the Math and Science Joint Articulation Conferences scheduled for March 1, 2, & 3, 1983, at SCC. The program format was designed to provide for large and small group sessions to: identify commonalities/differences; discuss course/graduation competencies; share problems and solutions; and develop recommendations for future action plans.

Occupational/Vocational Education Articulation. Co-Chairs Norval Wellsfry (SCC) and Charles Miura (SCUSD) reported that two meetings of the Steering Committee had been held. The first focused on identification of vocational courses and programs held in common and on the development of an agenda for proposed sub-committees. In the second meeting, a three year plan, to begin Spring 1983, was developed for articulation of all vocational programs.

Tours. The meeting concluded with a tour of the McClaskey Adult Handicapped Center.

MEETING #5 (SCC) March 9, 1983

Core Assessment Committee Activity. Co-Chair Nadler reported that SCUSD/SCC representatives had met to explore the possibility of a computer linkage to share assessment data. Three specific recommendations that could be a beginning for a pilot articulation model were developed: (1) that a voluntary assessment of 11th grade students be conducted by SCC's Assessment Center; (2) that a few testing dates be scheduled through the SCUSD Career Center to accommodate students who could not make the SCC testing schedule; and (3) that the proficiency profiles from the SCUSD testing program be retained in the cumulative folders that are sent to SCC counselors on request. Co-Chair Frank Delavan announced that John F. Kennedy High School had been selected to participate in the pilot core assessment project and suggested that this project begin in Fall 1983.

The Council endorsed Superintendent Giugni's recommendation that the Core Assessment Committee model be redesigned to show the concept of subject area work groups and the Core Assessment Committee as reporting to the Articulation Council.

Science Workshop. Co-Chair Steed (SCC) summarized the agenda of activities, the list of faculty participants, the process used and the recommendations which resulted from the March 1, 1983, Science Workshop. Following discussion, the Council approved recommendation 1—the establishment of a standing Science Articulation Committee—so that there would be a definite body to which communications could be directed.

Math Workshop. Co-Chair Bud Cronenwett (SCUSD) summarized the activities, the list of faculty participants, the process used and the recommendations which were developed in the Math Workshop on March 2, 1983. The Council approved recommendation 1—the establishment of a standing Math Articulation Committee. This action provided a definite body to which recommendations could be referred and also provided for horizontal communication in the high schools.

Computer Workshop. Co-Chair Wark described the workshop format, the participants and the recommendations which emerged from the Computer Workshop on March 3, 1983. Following discussion, the Council recommended that articulation should take place among the occupational and science/math/computer committees in the area of content.

Counseling Articulation Activity. Co-Chairs Beymer and Smoak reported that plans were being finalized for the visitations by SCUSD high school counselors to SCC. No more than one half of a particular high school counseling staff would be invited at any one time. Principals had been advised of the visits and the participants and had been requested to poll counselors as to topics of interest.

Occupational Technology Articulation Activity. Co-Chairs Miura and Wellsfry reported that they had met with all high school principals for approval of programs to be articulated and of participants. They presented a listing of programs to be evaluated, participants, and dates for completion of formal articulation agreements between SCUSD and SCC. Their request for endorsement of an all day workshop in late March at SCC was approved by the Council.

English/ESL Articulation Activity. Co-Chairs Wark and Bray reported that a sub-committee meeting was scheduled for March 9, 1983, at Sacramento High School.

Information. The Council heard a report on the SCC student profile on day/evening enrollments—Fall 1981 and Fall 1982. The profile showed that 4,680 students had attended a SCUSD high school. Also, a grant proposal entitled "A High School-College Articulation Partnership: Preparing Students for College" had been submitted by SCC to the Chancellor's Fund for Improvement of Instruction.

MEETING #6 (SCUSD) April 6, 1983

Math/Science Articulation Activity. Members received a report on the reactions of an SCUSD Committee to the recommendations developed in the science and math workshops. Although some of the recommendations could not be considered because of budget, there was agreement on a standing articulation committee—primarily faculty—for both the science and math areas. Immediate tasks for both committees would be to exchange course outlines, teaching materials, and faculty rosters. Additionally, an immediate task of the math committee would be to review the SCUSD math curriculum for the non-college student and to improve intra/interschool communication at SCUSD. Long range tasks for both the math and science committees would be to establish joint processes for dealing with larger issues in the areas of curriculum, student performance and motivation, and basic skills.

On recommendation of President Burris, the Council approved the tasks that were recommended by the workshop participants and endorsed by the SCUSD Committee. The Council also agreed that an ad-hoc computer science committee be organized to study the problem of the lack of clearly defined levels of courses identifying those that are part of the computer science major, those that are adjunct courses for business and technology, and those that are basic education courses in data processing.

English/ESL Articulation Activity. Co-Chairs Wark and Bray presented the schedule of activities and timelines that had been developed by the English/ESL Committee. Considerable discussion followed focusing primarily on the Committee's proposal to administer the TASK and Michigan tests to a few classes at McClatchy High School. On assurance that the Council was not being asked to endorse the development of an assessment process, the Council endorsed this activity with the stipulation that the results would be presented to the Council at a subsequent meeting.

Core Assessment Articulation Activity. Co-Chairs Nadler and McGee presented a status report on the activity of the Core Assessment Committee. SCC representatives had met with SCUSD representatives to discuss the proposed joint Core Assessment

Project to be piloted at John F. Kennedy High School in Fall 1983. The concept of the project was accepted favorably and the Council agreed that the following activities could be initiated in Spring 1983: (1) to make an assessment option available to interested 11th graders; and (2) to acquaint Kennedy counselors with the TASK test and the interpretation of the results.

MEETING #7 (SCC) May 18, 1983

Basic Skills. President Burris introduced SCC instructors Barbara Davis and Linda Luvaas who addressed the topic *It's Not My Job*. Their sound/slide presentation focused on the need for intergrating basic skills and content instruction. They used SGC's Project HELP (Higher Education Learning Package) to illustrate one effective approach to their integration.

English/ESL Committee Activity. Co-Chairs Bray and Wark reported that a directory of SCUSD/SCC English and ESL faculty would be available in the near future. Also, the pilot assessment project at McClatchy High School (4 classes) had been completed and had proven to be a positive sharing experience. The results would be shared with the English faculty and the students on the afternoon of May 18, 1983. A written report—results, effect on students, problems, etc.—would be presented to the Articulation Council at the June meeting.

Math/Science/Computer Committee Activity. Co-Chair Wark reported that math and science committees had been organized, that charges had been assigned and that initial meetings had been held. A computer committee would be organized in the near future.

An outgrowth of this joint articulation effort was the opening of the Science/Math Academy at Luther Burbank High School. SCC representatives participated on the SCUSD planning committee and also shared resources.

Occupational Technology Workshop. The Co-Chairs reviewed the highlights of the Occupational Education Articulation Workshop held at SCC on April 13, 1983. The participants, working as five sub-groups, not only shared problems, but also developed articulation agreements. Workshop participants submitted these agreements to the Articulation Council with the following recommendations: (1) that the Council should adopt the agreements; (2) that Superintendent Giugni and President Burris should sign the agreements as an indication of acceptance; and (3) that the Council should insure the smooth implementation of the agreements by sponsoring a Spring 1984 workshop and by appointing a sub-committee to monitor progress and make recommendations.

The Council agreed on the need for articulation in the vocational areas noting that concurrent enrollment would benefit students and save resources as well. President Burris recommended funding proposals be written and submitted to JTPA (Job Training Partnership Act). Superintendent Giugni and President Burris asked Charles Miura, Fran Rosen and Norval Wellsfry to meet prior to the next Council meeting to identify possible areas for funding. Superintendent Giugni also recommended the organization of a JTPA Committee. The Council then accepted the agreements developed in the Occupational Education Workshop and endorsed the participants' recommendations.

Counseling. Co-Chair Beymer reported that the series of small group meetings between SCUSD and SCC counselors had been implemented and had been received favorably as judged by evaluation results.

Core Assessment. Dorka Bohr (SCC) explained that the pilot assessment activities (Spring 1983) at J. F. Kennedy High School had been proceeding as planned. SCC representatives on the Core Assessment Committee suggested that a fall meeting with J. F. Kennedy representatives would be appropriate to formalize the assessment process for 1983-84 and to develop a process for counseling students for coursework. On the recommendation of Superintendent Giugni, the Council endorsed this fall meeting.

CACC Conference. The Council considered a suggestion that a joint presentation on its activities be made at the annual fall conference of the California Association of Community Colleges (CACC) to be held in Sacramento. Co-Chairs Giugni and Burris asked Dorothy Bray and Linda Wark to prepare an outline of a possible program structure.

MEETING #8 (SCUSD) June 15, 1983

English/ESL Articulation Activity. Muray Haase (SCC) presented the TASK test results of the 106 eleventh grade students who participated in the pilot testing program at C. K. McClatchy High School. Some significant findings were: 78.6% planned to take occupationally oriented courses; 43.8% spoke a language other than English at home; 78.4% of the college preparatory English students scored in the top reading group and of these 42.9% placed in English 1A; 17% of the students in the Learning Skills sections also qualified for English 1A.

The satisfaction of high school principals with this pilot program was noted, and President Burris affirmed his interest in extending the model to other SCUSD high schools. It was suggested that SCUSD explore getting a waiver from the State Department of Education to substitute TASK for the California Assessment Program (CAP). Superintendent Giugni recommended the establishment of a joint committee to consider the next step in this area.

Luther Burbank Academy. Charles Jones and Charles Miura (SCUSD) described the genesis, enrollment, goals and curriculum of the Academy of Math, Science and Engineering to begin Fall 1983 at Luther Burbank High School. Special note was made of the cooperative effort of the Luther Burbank and Sacramento City College staffs in developing the integrated curriculum.

CACC Conference. Dorothy Bray and Linda Wark presented an outline for the proposed joint presentation at the November 19, 1983 conference of the California Association of Community Colleges. The two-hour program would focus on SCC/SCUSD articulation efforts—administration of articulation; vocational education/JTPA; assessment/counseling; English, math and science articulation activities. Comments on the format and agenda were favorable. The Council agreed that a six member planning committee be organized, with Linda Wark and Dorothy Bray as co-chairs.

JTPA Funding Request. Norval Wellsfry presented a proposed action plan for training and services to be submitted by SCUSD and Los Rios to the Private Industry Council under the provisions of the Job Training Partnership Act. The emphasis would be on training—unemployed or low-income adults and youth—with some funds for support services. The Council supported the plan.

SUMMARY

The SCUSD/SCC Articulation Council had a very active year since its organization on September 22, 1982. Co-chaired by Superintendent Giugni (SCUSD) and President Burris (SCC) the Council met eight times on a regularly scheduled basis at SCC and various SCUSD sites.

Major accomplishments were: (1) the formalization of SCUSD/SCC articulation efforts; (2) the identification of priority areas for articulation study; (3) the development of joint committees in the areas of English/ESL, science/math/computers, counseling services, occupational education, and assessment; (4) the direction and support for jointly planned workshops; and (5) the endorsement of several recommendations and agreements developed in these workshops. Linkage and communication between SCC and SCUSD was strengthened in the various meetings and problem solving workshops which engaged instructional, student services and administrative personnel. One noteworthy "spin-off" was the cooperative effort of the Luther Burbank and Sacramento City College staff in developing the integrated curriculum for the Luther Burbank Academy of Math, Science and Engineering.